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"One should guard against believing the great masses to be more stupid than they actually are." Adolph Hitler

Reflector

EDUCATE LEAD REFLECT

"Confession of our faults is the next thing to innocence." Publius Syrus

Vol. III, No. 17

Newark State College

TUESDAY, FEBRUARY 14, 1961

U.S. Economy Discussion Topic of Women Voters

"Balancing the Inbalance of Payments" will be the topic of the month for the meetings of the League of Women Voters of Union. Mrs. Paul Stalhof, president of the League, announced that it is part of the League's study, "Support of U.S. economic policies which promote world development and sound U.S. economy."

Mrs. Leonard Kussiek, chairman of the committee on U.S. Economic policy explained, "For the past two years our committee has been studying the broad range of United States foreign policy, with special probing last year into the problems of economic and technical assistance to under-developed nations. But can we continue to promote the economic well-being of the rest of the world without harming ourselves? What about our own surplus? Our own depressed areas? Competition with countries that have much lower living standards? For the next two years it will be the work of the League to look closely at the problem of developing economic policies which will be sound for the United States and for the rest of the world."

Further information on these meetings may be obtained from the League of Women Voters of Union or by contacting Mrs. Sheila Pekras, MU-8-5181.

Capone's Crew Convenes Here

In spite of a raging blizzard, Al Capone called a convention of his gangland associates at Newark State College on Friday evening, February 3. The meeting of his gangland associates at Newark State College on Friday evening, February 3. The meeting was called in the cafeteria and the only disappointment of the evening, according to Capone, was that "dat fink Ness turned up". He was referring to Mr. Elliott Ness of the Federal Bureau of Investigation, who interrupted the group in the midst of the evening's festivities. Mr. Ness made a perfunctory examination of the premises, but mysteriously disappeared a few minutes after he had begun his investigation.

The Sophomore Class had extended the invitation to Mr. Capone to bring his associates to Newark State when they had a meeting, and Mr. Capone accepted.

Coffee and other refreshments were served to the members of the convocation. Miss Sophie Tucker entertained.

Linden Chordsters



The Linden Chordsters of the Benedictine Academy will present a Barbership concert in the Little Theater on Feb. 16, 8:00 p.m. The Chordsters, consisting of twenty three male voices, shall be lead by Mr. J. Butts.

NSA Offers ISRS Grants

Scholarship applications are now available for the Ninth International Student Relations Seminar (ISRS), an eleven-week U.S. National Student Association seminar designed "to provide American student leaders with the background and skills necessary to deal with contemporary problems of international relations" existing among national and international student organizations in all parts of the world.

Seminar sessions, held from June 18 to September 1, 1961, will be at the University of Pennsylvania and USNSA International Commission offices in Philadelphia, with the final two weeks spent at the 14th National Student Congress, largest student meeting of the year in the U.S., to be held at the University of Wisconsin, Madison.

Fifteen participants will be selected from USNSA member campuses for their proven intellectual ability, leadership and language qualifications, background in international relations and experience in extra-curricular activities.

All participants receive full scholarships of approximately \$950 covering travel, room and board, books and research material.

Application forms and information brochures are available from Tony Conte, Joan Tallias, or the REFLECTOR office, and may be received, on request,

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Record Breaking Registration In Extension Division

The Field Services Division of Newark State College, experienced a record-breaking registration for its part-time and extension classes, for the Spring semester.

Approximately 3500 students registered at the Union campus on January 26-28.

Last semester the Field Services Division enrolled 3,013 students. Newark State College conducts the largest part-time and extension program of all the state colleges.

Registrants had their choice of more than 200 courses, ranging from an elementary singing class presided over by Metropolitan Opera singer, Lawrence Davidson, to a graduate course in educational sociology given by Allison Davis, outstanding social scientist in this country.

Basso Lawrence Davidson conducts his voice class Wednesdays from 4:30 to 7 P.M. It is Davidson's -- and the college's -- theory that training in singing improves one's speaking ability and general poise. Mr. Davidson also conducts an advanced voice class for those with some prior training from 7 P.M. to 9:30 P.M. on Wednesdays, and he offers private instruction.

Dr. Allison Davis, University of Chicago Professor of Education who presently is serving as Distinguished Professor of Sociology and Education at Newark State, will give a special graduate course, "Social Class Influences Upon Learning", in eight sessions on Fridays from 7 to 10 P.M. during February and March.

Among other new courses, are, "Neurophysiology of the Speech Mechanism" with Dr. Barney A. Polskin, "Contemporary Social and Political Problems" with Dr. Howard F. Didsbury, "Cultural Anthropology" with Dr. John C. Hutchinson, and "The Philosophy of Humanism" with Mr.

(Continued on page 4)

French Lessons

A professor at NSC is in the process of instituting a seminar in French conversation. The Seminar will be open to those students who were successful in completing two years of high-school French. The class will be limited in size, and those interested should submit their name and box number to Box 459.

University of Montreal Hosts Model U.N.

Five students from Newark State College, James Haney, Kenneth Meeks, Ellsworth Eisenhower, RoseMarie Piergrossi, and Sophie Stach, attended the University Model United Nations, at the University of Montreal, on Wednesday, February 1, to Saturday February 4.

The conference dealt with university students representing the various countries which hold membership in the United Nations. Each participating delegation selected a UN member and represented that country's position in world affairs.

The Honorable Howard Green, Secretary of State for External Affairs, for Canada, gave the keynote address on Wednesday. Mr. Green, who was a Canadian delegate to the U.N., this fall, spoke on his experiences there. He mentioned the reluctance of the smaller nations to oppose larger ones in matters of high importance. He said that the main function of the U.N., in his opinion, was to create world opinion and express it as such. "The United States is the strongest nation in the world," Mr. Green stated, "and is determined to make the U.N. successful." He said that young men and women on the university level, are those who will improve the U.N. and make it successful, as the challenges they meet will urge them on to success.

A panel discussion, on the topic of "Evolution Instead of Revolution," was held at McGill University, Montreal, on Thursday. The panelists were Mr. Fabio Martinez, American Vice-Consul for the Consulate of Mexico at Montreal, Professor David Dew, professor of economics and political science at McGill University, Professor Frank Tannanbaum, Professor of history at Columbia University, and Mr. Frank Schmabel, Vice-Consul for Costa Rica, at Montreal.

"Africa and Democracy Incompatible in 1961", was the topic of the panel discussion on Friday. The speakers on this panel were Professor Keith Gallard, Professor of political science at McGill University, Dr. Victor Oyenuga, Nigerian post-graduate student at Cornell University, Professor P. Hodgkins, from Oxford University, and Mr. Steve Mafin, from Nigeria.

Professor Hodgkins noted the importance of education in Africa. He said that few people are being educated in Africa today and that the masses must receive an education before Africa can attain the level reached by the Western powers. He said that the heaviest criticism is usually levied at Ghana, Guinea and South West Africa, but rarely at Ethiopia, although the latter has an absolute dictatorship.

Mr. Mafinwa discussed the "power in the hands of the masses." He said that the masses of the country should be given time in order for them to recognize and decide which type of government would be best suited to their needs. "The new African states reflect the new type of cooperation in that area," Mr. Mafinwa noted.

"There are two forms of world democracy," argued Dr. Victor Oyenuga, who said that the African states usually follow the path of the Commonwealth and the West, and not that of Russia. "With the exception of Guinea, the French stayed with their community. However," he said, "many countries seem to be underdeveloped."

Professor Keith Gallard, who was the last panelist to speak, said that there are many categories on which to judge how well the African states are doing. "We (who are judging them) have different problems." An example would be tribal segregation rather than racial segregation. The most important question, according to Professor Gallard, is, "Do the masses have a say in the arrival of their leaders?" He said that there should be an opportunity for strong political opposition. Those in power should be checked by the people, even though they have the general trust of the people.

In addition to panel discussions and national caucuses, there were general assembly meetings held every day of the conference. At this time, representatives presented the positions of their nations on the various issues facing the group. Among the issues debated were, an increase in the non-permanent members of the Security Council, the policy of apartheid in South Africa, and a Cuban sponsored resolution condemning the United States' economic policy placing an embargo upon Cuban goods.

Mr. James Haney, delegation leader from Newark State College, spoke on the Australian position of the expansion of the Security Council. Mr. Haney argued that increased representation for the smaller states would equalize the power of the various nations of the world. He said that "...the admission of the many new States this year, and their presence here today, makes proper representation a matter of greater urgency than ever before. We believe that given adequate representation they would contribute a great deal to the understanding of problems and their solution."

"There are," Mr. Haney argued, "only two possible ways of securing representation for States at present not represented or under-represented. The first, and most desirable, is to enlarge the Council; the second is to redistribute existing seats."

Mr. W. T. Nunley, Special Assistant in the Bureau of European Affairs, in America, was sent by President Kennedy to address the group. He spoke on the U.S. position in relation to the United Nations. "The U.N. is not perfect, nor can it solve all human problems," Mr. Nunley said. According to him, the weaknesses of the U.N. are its pettiness on large scale, its limited power to compel action, and the nationalism evidenced by the various members. He said there is public diplomacy, rather than private discussions and he noted the double standard evidenced, where one nation with a high moral character will subordinate national interest to world interest, but another one will not.

The advantages of the United Nations, Mr. Nunley noted, are its sounding board policy, the stimulation of public opinion, the provisions for smaller nations to be heard, the ability to deal with major crises, and the channel of communication which the U.N. provides.

In the future, Mr. Nunley said that the U.S. hopes for a permanent U.N. police force, and a large Security Council.

A civic reception for all of the delegations was held on the last day of the convention, at Montreal City Hall. The conference concluded on Saturday evening with a banquet and a dance.

Eighty-five nations were

(Continued on page 3)



Mr. James Hynes, master of ceremonies, offers a cup of 96 proof "coffee" to Mrs. Winifred Amsden, advisor to the Sophomore class, at the party which was held at Newark State two weeks ago. Mrs. Amsden later received an award as "Best Woman's Athlete of 1928".

Other notables at the party, which was held during a meeting of Mr. Alphonso Capone's associates, included Miss Sophie Tucker (Ellen Asselmeyer), Mr.

Elliott Ness (Spencer Kopecky) and Mr. Richard Reskow (Richard Reskow). Mr. Capone was accompanied by several gentlemen, identities unknown, to whom he referred as "dem flunkies".

The party-convention was attended by approximately thirty members of the Sophomore class, in addition to Mr. Frederick Marder, Mrs. F.P. Henley, Mr. James Day and Mrs. Amsden.

The convention recessed at 11:30 P.M.

Editorials

Credentials

We are proud of the sign, "This is the year of protest", which has hung in our office since October. We firmly believe that it is our obligation and right to protest what we think wrong or inadequate, and have tried to carry out that belief through the school year.

This is by way of preface to the fact that this is complaint week in the editorial column, and we intend to shout loudly. Anyone not interested please forget to read the rest of these columns. You've had your warning.

We are primarily concerned with the seniors and their student teaching and the careers they are hopefully preparing for. The various concomitants of being a senior disturb us also. We certainly don't intend to be quiet about them.

The first item of concern, in chronological order, is the set of credentials that every senior must fill out in octuplicate. These credentials pry into everything the senior has ever done, requiring him to list his hobbies, his college courses, his extra-curricular activities, and so forth ad nauseam. We have always wondered at the actual value of these credentials, their rationale being obscured in the veils of red tape, but let the thought of the cumbersome busywork that they necessitate pass. What we're most appalled by is the sixth page of these forms, humbly entitled "Candidate's Page". In small print, the reader is informed that "this is your page. Write whatever you want." And the general result is some babble about how lovely children are, and how beautiful and noble it is to be a teacher, and how grateful the writer is for the opportunity to work with young minds. The educational twaddle that usually appears on this page is enough to gag a horse, were the animal so insane as to attempt to digest the information this sixth page contains.

But we don't hold this against the seniors so much, because they are forewarned about the quality of material that is to be put on this page. One lecturer this year went so far as to say that a superintendent reading the credentials is most fascinated by this candidate's page, for there on he is liable to find indication of the true worth of the person he contemplates hiring. So the poor senior, intimidated by thoughts of some vague "superintendent" reading this far-from-deathless prose, and wanting to appear as nice as possible, goes through the motion of quoting verbatim from some educational text he has read on how good it is to love children and to want to help them adjust. Can anyone blame him? He gets the impression that his entire career hinges on his use of appropriate euphemisms on this "Candidate's Page"; he wants to seem as lovely as he could ever be, so he suffers the humiliation of forcing himself to be trite. To anyone who has had the lecture, "Superintendents"

aren't any longer interested in the blood-and-guts type of person who believes something and isn't afraid to say it. They supposedly want sweet little vegetables who go about prating of the beauty of a job that - let's face facts - is one of the dirtiest and most thankless ones extant.

The "Candidate's Page" started out as a noble idea. What it has been prostituted into is something that shouldn't be allowed - an invidious statement of mental pap.

We look forward to the day when some senior, who really believes it, will have the nerve to write the truth.

"I do not think it necessary that a teacher love all his students all the time. The only obligation of a good teacher is that he know his subject and be able to communicate it to the minds of the youngsters who study under him."

The Oath

The senior must be amenable to admitting that he has no intentions of overthrowing his government by force. This is, in effect, the purpose of the Oath of Allegiance card that he must fill out, sign, and havenotarized. We have long marveled at the intelligence of a bureaucracy that requires this magnificent stupidity, for we can see no purpose in this oath of allegiance. It presupposes the intent of revolution in the mind of the teacher and insults everyone who is required to take it. When you face it in its essentials, it is just another infringement on the rights of the individual to think as he likes.

The oath doesn't guarantee anything. There is a possibility that it may inhibit the growth of revolutionary ideas in a person who has signed it, but we question this rationalization also. There is one thing that's darned sure - anyone who has intentions of overthrowing the government of the United States by force would have no qualms about signing the oath. So the poor teacher who wants to do an honest job is insulted by his government even before he starts working for it. What a disgraceful exhibition of fear on the part of our legislature.

Note well that a doctor isn't queried by a patient as to his political affiliations; a lawyer's client doesn't ask "Democrat or Republican?" before he lets the counselor work for him; but a teacher must permit the parents of the children he may teach to ask him what his political intentions are. If Marx had taken the oath, we suppose, the "Communist Manifesto" would never have been written.

The greatest ignominy of the entire affair is its indication of what the community thinks of the teacher. The Oath of Allegiance is just another check on the teacher, enforced by a society that believes it an honor to be allowed to educate its children. American society has never quite awakened to the idea

that teachers are just as human as anyone else, and that it is they who are doing the favor in sending their children to school.

There are many things an individual may dislike about teaching. One is the pitiful salaries that are often paid. Another is the low social status of the teacher, and more on that at a later date. But certainly not a minor consideration is the complete lack of willingness, on the part of the state and the country, to recognize the teacher as a person, entitled to as many rights as anyone else.

This is no more forcefully borne out than in the case of the Oath of Allegiance that every senior must sign. What a pity that we must say to our graduates, "We trust you, but just sign this piece of paper so we'll really be able to trust you". It's enough to make one sick.

1984 is only twenty - three years away.

Teaching

Our last shout this week stems from the plague - yes, we said plague - of the student teaching. It's amazing that so few people, especially students, at this college have ever dared to say the truth - that student teaching is one of the most miserable jobs in the world. For two months, the Juniors and Seniors must practice being "professional". They must teach classes in the American schools; they must attend all the meetings that their cooperating teacher deems advisable; they must take part in and moderate any extra-curricular activities that their cooperating school thinks necessary; in short, they must be thorough teachers for two months without being paid for it.

We hear daily exclamations that "teaching is a thankless job." But nobody ever asks a student teacher what he thinks of his lot. And although unbidden, we're going to express the conviction that student teaching is the only job in the world that requires as much work as that required of a professional with much less pay. What does the student teacher get for all his work? Nothing aside from a grade and some "experience". His job is the most unappreciated, underpaid work there is.

Let there be no doubts: student teaching is a gruelling experience, a thankless one, and an altogether inevitable one. Although reports have not come in from all the corners of the state as yet, we can't help thinking that anyone who has gone through the hell of student teaching admits that is what we called it in our first line -- a plague. We can hear the shocked cries of our being "unfit for the profession" in saying these things, but those who issue such cries can no longer be accused of trying to understand the position of the Seniors and Juniors during January and February.

Perhaps student teaching does have its good points, and we'd be among the last to say it didn't. But they are no compensation for the misery that all the upperclassmen suffer for two months each year.

We wonder, too, why the student teaching period must be so long. We are aware that state requirements must be met, but why do they exist? They seem to be predicated on the theory that the more you get the more you know, and we're not sure that this is so. It seems to us that serving a term of four weeks would be as advantageous as a term of two months, and it would give the Juniors and Seniors more time in the classrooms at college, too, which is what they really need. The teachers we prepare for the profession have certainly had plenty of time to practice-teach, but we wonder if we are not sacrificing basic understanding in the interests of surface proficiency.

CONCRETE IDEA

Tubular metal garden furniture won't be strewn all over the yard by a gust of wind if a thin mixture of cement is poured into the hollow, open legs.

Letters

To the Editor:

You are to be commended for your forthright statement on the junior practicum. However, before we move to abolish it, as you propose, we should first find out what it is. While the practicum had its origins in 1937 as a low-pressure introduction to student teaching in rather "ideal" practice "centers", it has in the past decade or so probably become "just another eight weeks of student teaching" for many students. Really, do they need that much practice?

There is little doubt that the Newark State practicum, where operated in the best Singer tradition, helped the college to achieve real professional values. Many alumni would testify in its support, and there is significant field endorsement of the enterprise. But we have come a long way from the traditional practicum, I suspect. Which is to say that we are faced with an urgent need to examine and evaluate our arrangement today.

Conceived largely in terms of training primary-grade and elementary school teachers, the pattern of the junior practicum has unfortunately been imposed on the recently established secondary major programs, last year in mathematics and history, next year in English and science. There is powerful support in at least three of those four departments for appropriating practicum time for the mastery of subject matter to be taught.

Yet as we move to a consideration of this issue, recognizing that what may be a good experience for one group may be of less value to another, we should make sure that what is worthwhile in the junior practicum is provided for in any new plan. In short, we need to study the facts and clarify the issues, a project which both college students and faculty should share and welcome.

Very sincerely yours,
John C. Hutchinson

Why Not?

Each year this writer has questioned innumerable souls about the introduction of a foreign language program here at NSC. Inevitably the writer has been answered with such ambiguities as "it's being discussed." My God! How long must a necessity be discussed before some action (other than verbal) is taken? A foreign language department is a must in an institution with claims to higher learning. The absence of a foreign language program at NSC is ironic, considering that a year of a foreign language is required for entrance. Indeed, a myth must surround this requirement, as so many myths surround NSC life.

When one considers the situation one finds that almost every High School in the country offers at least three Foreign languages; French, Latin and Spanish.

An Essay On Truth

by Volande Torre

"Read the Truth and You My Friends Shall Be Confused Too."

The REFLECTOR is our College newspaper. Think of that! It is rather a mediocre work of a few very unmediocre people. These few individuals, astute as they might be, are often preoccupied with the so-called "adventure of criticism". They criticize all that needs to be criticized and oft-times consider it necessary to carry their critical views to an extreme. But are these extremes really liberal or even relative to the basic problem? Of course we all must be aware of the broader implications of our college's so called basic problems. But, when it is obvious that these extremes stifle any sincere action, then it is this newspaper figurehead's (Public Relations) impressions that more ill than efficiency is the result.

But to present one of the basic problems - namely our astute individuals who so dearly and grandly form and operate the REFLECTOR. I remember last year when the editor-in-chief would get wheeled down the halls in Tony C.'s chair, all the while shouting foul words about conformity.

Next year I shall remember the REFLECTOR and everyone looking for Tony C.'s chair. Talk about inside jokes, you have not been in unless you consider yourself bodily attacked by Student Council, the Administration, the Generally Elementary and uninformed faculty members.

But I like the REFLECTOR, perhaps it does not always reflect but certainly it does not imitate. Our grandiose individuals do an effective job; the results are, of course, evaluated in terms of our paper's weight and measurements. I think it is the best paper this College has ever had. Think of that - and isn't it a shame?

Recent years have seen the return of German to the high school program and the introduction of Russian. Weequahic High School in Newark now offers a special course in Swahili, and Kearney High School will offer a course in Chinese in the coming year. Here, however, we labor under the delusion that English constitutes a foreign language program. NSC has hesitated for over one hundred years in instituting foreign language courses. Surely the democratic process does not require so extensive a deliberation!

Aside from the obvious fact that an individual can not seriously consider himself an educated person without a reading and conversational knowledge of a foreign language, there arises the College's shocking thwarting of Graduate effort in fields other than education, per se. The graduate program in education, at least here does not require a working knowledge of a foreign language; but any university offering a Master's degree in History, Philosophy, etc., bases its program on the assumption that an individual holding a Bachelor of Arts degree has fulfilled a minimum of one year of foreign language study. This standard is not an arbitrary one, it is the only intelligent one for those seeking an education.

It is time to stop the talking about whether the college should offer foreign languages and to start hiring the instructors necessary to institute such a program.

Most recently, with the postponement of the Trimester plan, this writer was asked where foreign languages (or any elective for that matter) might be placed in our supposedly "inflexible curriculum". The only sensible answer, the most logical answer, is to cut down the number of required credits in education to a maximum of fifteen hours, including a semester in educational history, philosophy, psychology and methods. Anything in excess of this duplicates subject matter and function. The history of the education program at NSC has proven this case, as any one who cares to investigate will find.

Supposedly, a teacher's college is preparing individuals to expand youthful minds. In order to fulfill this noble purpose, it must of necessity be in the vanguard of the educational practice. In so long refusing to initiate courses in foreign languages, courses which have been an integral part of many high school programs for generations and of all universities down through the history of higher education, Newark State College has permitted itself to fall into the educational rear guard.

Quel heure est-il?

Reflections

A. Francophile

Les americains sont riches!
les americains sont barbares!
Viola une contradiction, une
maniere de nous classer, les

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REFLECTOR



Intercollegiate Press Association

The opinions expressed in signed columns in this newspaper do not necessarily reflect the opinions of the editors. Nor is anything printed in this newspaper, unless directly signed as such to be taken as official policy or opinion.

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Autumn and Mrs. Clover

We approached the office and I was glad that we did. My hand was watery and I did not want to take it away from hers. Her hand was sweating also but I guess she didn't want to take it away or she would have done so. But she liked me or something. I was not popular, I was not athletic and I was not what you would call the party type. Maybe she liked my emotions.

The clerk in the office took a look at us and asked what was wrong. Autumn told the clerk that her mother was pregnant and Miss Lily told her to leave the room and sit in the office. The clerk said that it was pretty silly to be asked to leave the room for but if Miss Lily wanted it, that would be the way she wanted it. She knocked on Mr. Charles' private door and told him that a problem child was here to see him.

Mr. Charles was really nice about the whole thing. He told us that he had Miss Lily when he went to school and he was suspended because he put a frog in her desk. My mother went to school with him and she often told me that Mr. Charles was a real nut. He said that my mother was pretty nutty at times, but I think he was trying to defend himself. My mother is a stiff lady in her mother-way. Then he got real serious and asked what was wrong.

Said Autumn, "Miss Lily said that I was naughty and it was not nice to say that a person's mother was pregnant and she told me to leave the room. She was picking on me because I was Southern. Maybe she does not like Southerners."

"I don't think that that was a true thing to say about Miss Lily."

"My name is Autumn Blossom Hennique and I'm from Jacksonville, Florida."

"I'm very sorry, Autumnn." She took a deep breath and said, "Everybody always picks on me. Daddy says that I was the first step in breaking up his marriage. Mommy says that I should not have been born. My Aunt is letting me stay with her as long as my mother pays her. It's like I'm being on sale."

She turned red and a tear fell from her blue eyes. Then another and another and another. Pretty soon she was crying with her mouth open and her tongue stuck out so far it almost touched her chin. She looked funny but it was pretty sad to see a girl cry. I thought only girls in movies cry and she cried more than anybody I had ever seen. She cried louder and louder.

The clerk looked up and Mr. Charles told Autumn to go through the brown door into his private

The Existing Dilemma

by Angelo DeRose

What strange source probes the inter-lining of everyday monotony? What mysterious force ignites the flame of admonition? What noiseless foot of time has swept the inhabitants of our modern universe into a conscientious time keeper?

There is no substitute for the hum-drum daily routine of my solicitous crony, the alarm clock. Since the poor fellow descended from my dresser, he offers no labor for his master. Tranquil and recalcitrant he remains to the discipline of father time. Obstinate I adjust the complex hands for seven A.M. Quite rebuted, the following morning the response is heard at six A.M. I am defeated! No longer will I rise to the punctual compulsion of my ultimate fate.

Now there remains but one solution, an evitable kismet. The amorphous internal organs of this creature must be arranged to assure proper functioning.

Meanwhile the magnificent mechanism sits in solemn repose as the pulse of life's pendulum continues.

by Stuart Oderman

office. He told me to wait in the hallway until he was finished talking to her. I think he was pretty concerned about the whole affair. It was nice of him to get me out of Miss Lily's morning class. She would not have done anything except talk about summer vacations and that big mouth Tommy Watkins would shoot his mouth off about his trip to Hollywood. He would talk so much I would get bored and then I would start to laugh. I told you that if somethings funny I would laugh.

About twenty minutes later Autumn came out and told me that she was excused for the day and was to leave right away. It was my lunch hour and I went with her. Mrs. Clover telephoned the school that I was sick and pretended that she was my mother.

Now that I think about it, Mrs. Clover used to watch my gym class in the playground on Tuesday afternoons. I was the worst athlete so maybe this was how she remembered me. She was a widow and her house was in a poorer section of town, but not the poorest. There was an old upright piano in the livingroom and Autumn told me that she used to play it for a while, but she hated to practice scales so she quit. I do not know what scales are but if Autumn did not like them, I did not like them. I liked Autumn a lot.

Mrs. Clover was a nice old lady with gray hair and not much make-up. She was nice to me-giving me a tunafish sandwich and two glasses of milk. I never drank an extra glass of milk, but if it made me taller I drank an extra glass of milk. I did not feel like any I wanted to tell her but I wanted to be polite.

Autumn showed me her pocket-book full of junk. Then she took out a picture of a boy and told me that he delivered ice-cream from a truck and she was in love with him. She talked to him all summer he was so handsome.

I told her that it was late and I did not want to stay any longer. As I walked out I heard Mrs. Clover tell me to stop in again. You know girls have a lot of nerve to fool boys like that. They wear short skirts, hold your hand, and tell you that they like someone else. She did not say it that way, but I'll bet that she plans to marry him. I could tell. I hope he does not marry her and tells her off.

Wait until tomorrow comes. I like Miss Lily, but she should not be jealous of Autumn. At least I knew where I stood with Miss Lily. She hated me, but I think that real hate is better than false love.

Lecture

On Monday, February 6, the sophomore students at Newark State College heard a lecture given by Professor Allison Davis on "The Basic Socialization of a Human Being in Society." Professor Davis is from the University of Chicago and is serving as Distinguished Professor of Sociology and Education at NSC.

Professor Davis explained how the individual begins to learn early in life by adjusting to his surroundings and must adhere to difficult and demanding behavior that his culture has imposed upon him. He went on to point out the three major divisions of society, upper, middle, and lower, and pointed out the main characteristics of each group and how this influences the socialization of a human being. He emphasized the fact that although we consider the United States to be a democracy, upon further investigation we find that we are highly stratified in regard to economic and social status and that there is social class present in our nation. He pointed out that as teachers we will be interested in the divisions of society because it is from them that we will learn how we will be respected by each class.

The Teacher

by Jose O'Neil

Between the innocence of infancy and the dignity of maturity, our children fall under the influence of a group of people called teachers.

Teachers come in assorted sizes, weights, and colors. They have various interests, hobbies, religions and beliefs; but they share one creed: To help each child to reach the highest possible degree of personal development.

The teacher is a composite. A teacher must have the energy of a harnessed volcano, the efficiency of an adding machine, the memory of a psychiatrist, the wisdom of Solomon, the tenacity of a spider, the patience of a turtle trying to cross the freeway in rush-hour traffic, the acumen of a Wall Street wizard. She must remember always that she teaches by word but mostly by precept and example.

A teacher must possess beauty, or grace, or skill; but most certainly she must possess love - a deep abiding love of, and respect for children individually and en masse. She must love your little girl who has the song of a bird, the squeal of a pig, the stubbornness of a mule, the antics of a monkey, the spryness of a grasshopper, the curiosity of a cat, the slyness of a fox and the mysterious mind of a woman.

She must also cherish your little boy who is considerate; bothersome; an intruding bundle of noise with the appetite of a horse, the digestion of a sword swaller, the energy of an atom bomb, the lungs of a dictator, the imagination of Paul Bunyan, the shyness of the violet, the audacity of a steel trap, and the enthusiasm of a firecracker.

A teacher must teach many things; reading, writing, arithmetic, spelling, geography, history, music, art, health. She must also manage during her 6 1/2 hours to teach manners and morals to children whose parents have despaired of the task during their 17 1/2 hours. A teacher is Truth with chalk dust in its hair, Beauty with aching back, Wisdom searching for bubblegum, the Hope of the future with papers to grade.

A teacher must possess many abilities. She must not mind explaining for the 10th time the intricacies of two-place multiplication to the whole class, then explaining it again to the one child who wasn't listening. She must learn to judge between encouraging and pushing a child. She must learn what decisions to make and which must be made by the child. She must learn to be steadfast without being inflexible; sympathetic without being maudlin; loving without possessing. She must live in childhoods without becoming childish; to enjoy its great joys, satisfactions, its genuine delights; while understanding its griefs, irritations, embarrassments.

A teacher must, each year, send 30 children to another teacher proudly, lovingly, sadly and await 30 more with steady wit, love and eagerness.

She must do all this while worrying about how to pay the utility bills, what to have for supper; whether her baby has the chickenpox, if her lesson plans will meet the supervisor's requirements, how Mrs. Smith will take the lower grades on John's report card, where to get the extra money for summer school and who took the dime from Susie's purse. For this, you will pay her more than the garbage man, but less than the garage mechanic; more than the grocery clerk, but less than the postman; more than the ditch-digger, but less than the truck driver. The most amazing thing is she wouldn't trade jobs.

There will be a meeting held of the Aleithian Club on February 20, at 7:30 p.m. The topic, "Faith and Reason" will be discussed by Rev. Mr. Calvin A. Busch, and the club.

Refreshments will be served following the meeting.

Students Defend Congress' Investigatory Power

Evanston, Illinois; January 3-- A national organization of college students defending Congress' investigatory power has been formed, it was announced last month.

The Student's Committee for Congressional Autonomy, which will direct its initial efforts at countering the "Communist-led" drive to abolish the House Un-American Committee (HUAC), will be headed by two brothers attending Northwestern University.

James Kolbe, a freshman majoring in political science, and John Kolbe, a senior in the Medill School of Journalism, are co-chairmen of the committee, which has its national headquarters at 610 Lincoln Street, Evanston, Illinois. Both boys are from Patagonia, Arizona.

In a letter to all members of Congress, the brothers asked Senators and Representatives to "join in this fight to protect the autonomous right of Congress to inform itself and the American public of the persons and practices which would corrupt or destroy our way of life." They point to the long tradition behind the legislative investigatory power dating to the parliamentary inquiries of the 16th century.

They charge the numerous organizations which oppose many Congressional investigations with "weakening the investigatory power by corrupting the conditions which are essential to its effective and responsible use." These opposing groups are accused of "severely distorting certain provisions of the Constitution and totally ignoring the necessity for Congress to search out facts" in order to justify their opposition.

The two youths assert that Communists and "many anti-American individuals and organizations" would gain the most from the weakening of the investigatory power, because Congressional committees "have been so successful in covering the true nature of their operations."

The Kolbes conclude the letter by stating that Congress cannot pass intelligent laws when its investigations are hindered by "such sniper tactics."

James Kolbe, 18, formerly a page in the United States Senate, said that the students' committee will seek to organize support for HUAC wherever it holds its hearings. This is a direct counterattack to displays such as the riots which broke out last May when HUAC held hearings in

San Francisco.

"Operation Abolition," a controversial film depicting the Communist-directed riots, is being shown across the country to civic, church, and school groups. He said the new organization plans to sponsor the film whenever possible and accompany it with a background commentary. When available, reports from the House committee and the Internal Security Subcommittee, counterpart group in the Senate also under frequent attack, will be nationally distributed by the S.C.C.A.

The committee already has student representatives on 30 college campuses, including Harvard, Yale, Antioch, Holy Cross, Chicago, Indiana, Northwestern, Wisconsin, Tulane, Arizona, and Stanford.

"The central issue has now become whether or not Congress will continue to investigate matters free of the arbitrary controls with which its opponents seek to shackle it," said John Kolbe, 20, a member of Northwestern's Student Senate, in a statement here. "It is no longer an attack on one or two committees. They have declared war on both the Congressional prerogative to inform itself and on the people's 'right to know.' By properly serving a public educative function, we hope to bring an end to that war."

The committee uses as its motto a statement made by Supreme Court Justice Hugo Black in 1936, as a United States Senator: "There is no power on earth that can tear away the veil behind which powerful and audacious and unscrupulous groups operate, save the sovereign legislative power armed with the right of subpoena and search."

U OF MONTREAL

(Continued from page 1)

represented at the conference, including, Chad, Nepal, Yemen, Somalia, Senegal, Dahomey, the Mali Republic, and larger nations such as, the United States, the Union of Soviet Socialist Republics, United Kingdom and France.

NSA OFFICERS

(Continued from page 1)

from the International Student Relations Seminar, International Commission, U. S. National Student Association, 3457 Chestnut Street, Philadelphia 4, Pa.

Deadline for applications is April 1, 1961.

WANTED!

Writers - Copywriters - Anyone Interested for work on the DANA REVIEW The Campus Literary Magazine

Every Tuesday 3:30 P.M. English Office

Wants You!

Weekly Schedule

Tues. Feb. 14	3:30 Social Committee	Mtgs. Rm
	6:30 Basketball - Paterson	Away
	7:00 Graduate Meeting	Science 175
	8:00 Newman Club	Mtgs. Rm.
Wed. Feb. 15	3:00 Staff Association	F.D.R.
	4:30 Graduate Colloquium	Main Lounge
	7:00 Men's Intramural Basketball	Gym
Thurs. Feb. 16	8:00 Barbershop Concert	L.T.
Fri. Feb. 17	10:30 and 1:30 N.J. Assn. of Mental Hygiene	Mtgs. Rm.
	7:00 Basketball - Monmouth	Home
Sat. Feb. 18	8:30 "Broadway After Dark" Freshmen Dance	College Center
Mon. Feb. 20	1:30 Faculty Meeting	Science 130
	7:30 Aleithian Club	Mtgs. Rm.
	7:30 Nu Sigma Phi	F.D.R.
Tues. Feb. 21	8:15 Basketball - Fairleigh Dickinson (Madison)	Home
Wed. Feb. 22	7:00 Men's Intramural Basketball	Gym
Fri. Feb. 24	8:00 Friday Frolic	College Center
Sat. Feb. 25	7:30 Basketball - Qneonta	Home

Jersey City State
Shades Squires

Jersey City State overcame a 1 point Newark lead and went on to hand the Squires their eighth loss against eight wins, 63-59, last Tuesday night in a home conference game. Art Salley scored the first basket to put Newark ahead 2-0, but Sem Peoples dunked a deuce to tie it up and the first half became a nip and tuck battle ending with the Squires in front 25-24. In the second half both teams traded shots until Bill Venino and Jack McGough each scored a bucket to move Jersey City ahead 43-38. Sen Peoples added a foul shot then stan Davis added another 6 points for the Newark squad to draw them closer. Tom Kuc added two foul shots but Jersey City pulled away for keeps on two baskets by Mike Connelly and one by Bert Talamine. After that, Newark could not close the gap on the Jersey City four points as time ran out. Bill Venino lead all scorers with 19 points, while Stan Davis and Tom Kuc were high for the Squires each netting 17 points.

Newark State	FG	FS	Pts.
Salley	7	0	14
Davis	4	9	17
Kuc	7	3	17
Duffy	2	1	5
Wilkes	1	0	2
Blazovic	1	0	2
Wojciecowski	0	2	2
	22	15	59

Jersey City	FG	FS	Pts.
Venino	7	5	19
Connelly	7	1	15
Peoples	5	1	11
Volv	2	0	4
Talamini	3	3	9
McGough	1	3	5
	25	13	63

Art Sally Leads
Squire Scorers

Below is a summary of the Squires leading scorers up to February 7, 1961.

Name	Pts.	Av. Pts. GP
		game
Salley	249	14.7 17
Duffy	204	12.7 16
Davis	149	8.8 17
Kuc	199	16.1 12
Wilkes	145	8.6 17
Grau	77	5.1 15
Wojciechowski	50	4.2 12
Blazovic	37	3.1 12
Belford	6	0.6 10
Barrett	18	2.2 8
Marinelli	2	0.4 5
Pecina	1	0.2 6
Sullivan	4	1.1 3
Ashworth	4	2. 2
Marcantino	3	1.3 2

Reflections

(Continued from page 2)

"tourists" americains, presque partout en Europe aujourd'hui. Cadillac, un chemise de nylon, plein de cheques Express Americains, l'image des americains a suffert une incroyable choqe depuis les epoqe quand nous etions des "noble sauvages" et des gens des vates horizons et d energie chez Tecqueville.

Mais, si ce jeune soldat, cette jeune "co-ed" avec sa "cashmere" couleur de Newark State, a perfection une langue etrangere, (particulierement francaise) notre prestige nationale serait mieux? C est discutable, naturellement.

Mais, au moins, ce qui semble certain est que l'annonce de l'arrive du grand Comedie Francais de Paris a New York bientet ne serait point une source de l'embarras chex tant des "intellectuels" de bon concience qui ont ete deprive de la possibilite de continuer leurs etudes on langue francaise quand ils sont termine leurs studes de "high school" et entrer dans les atmospheres rafines des colleges d'etats de New Jersey.

Remember Newark State meets Paterson State on Feb. 14 Away Monmouth College on Feb. 17 Home Farleigh Dickinson on Feb. 21 Home

Newark J.V.'s
Lose In Overtime

Last Tuesday night the Squire J.V.'s suffered another setback at the hand of Jersey City's junior varsity 69-62. Newark got off to an early lead on buckets by Bob Ashworth but Jersey City quickly came back and were leading at halftime 24-18. They increased this lead during the first of the second half then seemed to fall apart. Milt Belford dropped in 3 straight baskets and 10 free throws without a miss to pull the Squires close. Gene Barrett added a bucket and 6 points on free throws and Carl Marinelli dropped in 3 more baskets to put Newark State ahead. Jersey City came back to go ahead but Art Ludgren added 2 more baskets, then Jersey City came in to go ahead again, but another bucket by the Squires saw the game go into an overtime.

Here it became a different story as Jersey City outscored the Newark J.V.'s 11-4 to take the game. Twelve free throws by Milt Belford gave him leading honors with 4 field goals. Gene Barrett had 12 points and definitely helped out under the boards with his rebounding and fine defensive work. Butterfields' 30 points led the winners and led all cage scorers.

Frosh 1, SR Sr. 1,
And Jr. 1, Capture
First Intra-Murals

Wednesday, February 1st, the first of seven sets of intra-mural basketball games got under way with the following results. The Freshmen I team defeated the Soph. II 43-30; The Junior II squad fell under to the Senior I team 52-30; Junior I downed Freshmen II 39-32; and the Soph I won a 1-0 forfeit game over the dissolved Junior III team.

In the first game Freshmen I started off to an early lead and opened a 23-15 halftime lead. The Sophs rallied to come within one point but baskets by Vince Merlo and Mike Porcello put the Frosh ahead for good. Porcello and Merlo were high men for the winners netting 19 and 14 points each, while John Conte and Clem Abram led the Sophs with 14 and 12.

The second game saw the Senior team completely outclass the Junior II 52-30 as Handschuch and Mueller each scored 15 points to lead the Seniors to an easy victory. Baisch with 13 and Bontempo with 12 points led the losers.

In the third game of the evening the Junior I team built up an early lead, then fought off a second half Freshmen II rally to win 39-32. With the Juniors holding a comfortable halftime lead, the Freshmen suddenly put on steam to come within a few points of the Juniors. Carmen Venes scored a basket to put the Juniors ahead and eventually to win the contest. Venes, with 15 markers and Wallace with 10 led the victors, while Malinow and Conway had 15 and 8 points for the defeated Frosh.

The Soph I team won a 1-0 forfeit over the Junior III when they split up to play for the Junior I and II teams. All other teams scheduled to play Junior III have automatic wins. The remaining games will be played every Wednesday night at 7 and 8 P.M. until March 15th. By the way, why didn't Bill Russell, E. Baylor, and T. Sitho show up for their teams last Wednesday?

★★★★★★★★★★

Trenton State game postponed by snowfall

The basketball game with Trenton State College scheduled for Saturday, Feb. 4 was postponed until Friday night March 3. This game will be played at home at 7 P.M.

Wapalanne Does It Again



Too Many Cooks Spoil the Broth

The Wapalanne club has done it again! Despite the ridiculous snow, twenty-one members of the club went camping, at Stokes, on January 27, 1961.

Friday night, after desperately trying to set up coke bottles with string attached to poles, we hiked half - way around the lake. It wasn't until we came back from the hike that we discovered that the temperature was twenty-nine degrees below zero. While we drank hot chocolate to warm up, a fellow Wapalanian played the guitar.

Saturday morning we shoveled snow from the lake, to make way for the ice skating fiends. The afternoon saw a variety of sports, including sleigh riding and tobogganing. The afterdinner hours were consumed by cards and square dancing.

Sunday too saw the fun of winter sport and musical magic.

To those members who went on the trip, these thoughts to ponder: first, we compliment the cooks especially for the delicious, fresh margarine; we give our stamp of approval for the girls' new sleeping quarters, and lastly we congratulate Mr. Schumacher for his successful coke bottle effort.



Snow What

MAY 1961

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30) April	1) May	2)	3)	4)	5)	6)
	1:30 p.m. - All Seniors PTA Mtg.	One-Half Freshmen Visit Schools 2 p.m. - Baseball - Patterson - Away	ONE-THIRD SOPH. at STOKES			HOMECOMING Eve. - Choral Recital
7)	8)	9)	10)	11) Soph. Visit Practicum Centers	12)	13)
	3:30 & 7:30 - Film showing "Wilson"	3:30 p.m. - Baseball Montclair - Away	Eve. - Townsend Lecture - William O. Douglas	3:30 - Baseball - Bloomfield - Away		Eve. - Jr. Prom
14)	15)	16)	17)	18)	19)	20)
	Eve. - Jazz Concert	Eve. - Choral performance "Elijah"	WRA Banquet		Friday Frolic	
21)	22)	23)	24)	25)	26)	27)
		Graduate Program Tea		Eliz. Garden Club Show		
28)	29) Final Exams	30) Memorial Day Holiday	31) Final Exams	1) June Final Exams	2) June Fin al Exams. Sr. Prom	3) June
4) June Baccalaureate	5) June Final Exams	6) June Final Exams. Sr. Luncheon	7) June Senior Tea	8) June Commencement	9) June	10) June

BY YOUR LECTURE
SERIES TICKETS
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Registration

Continued from Page 1
Rychard Fink.

Courses are offered in early childhood education, general elementary education, special education for teachers of the handicapped, secondary English, mathematics, science, and social science, and fine and industrial arts. Also offered, are certification courses of nurses.

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